

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories functioning as the basis of the research and also previous studies. In this part, the writer would like to present about method, media, material, evaluation technique used in Cambridge Curriculum, and previous of study. In the conceptual framework, the researcher relates the theories to the study.

A. Teaching English

Teaching is about the transmission of knowledge from teacher to students. Gage (2009:2) states that teaching can be defined as one person's influence aimed at improving the learning of other person. In other word, teaching is a learning process and the result of the process is change of behavior. It is not only influenced the knowledge, but also attitude, interest, appreciation and real behavior. According to Brown teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and facilitating learning, enable the learner to learn setting the condition for learning. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn.

When we talk about teaching, it can't be separated with learning. It means that, if a topic has been taught it must have been learned. In teaching learning process the effectiveness of teaching play a ¹² tant role in determine the success of teaching. Blum (1984) stated twelve characteristics of effective teaching that are:

1. Instruction is guided by a preplanned curriculum
2. There are high expectation for students learning
3. Students are carefully oriented to lessons
4. Instructions is clear and focused
5. Learning progress is monitored closely
6. When students do not understand, they are retaught
7. Class time is used for learning
8. There are smooth and efficient classroom routines
9. Instructional groups formed in the classroom fit instructional needs
10. Standards for classroom behavior are high
11. Personal interactions between teachers and students are positive
12. Incentives and rewards for students are used to promote excellence

1. Teaching English in the Primary School

The main issue why is English lessons should be taught in primary school. The main assumption underlying the teaching of English in the primary school seems to be related to the age of the learner, i.e, young language learners can produce better results. A general belief holds that children can learn a foreign language better than adults. As like Deborah stated that the students who are in the elementary ages between 7 up to 12 years is in the phase of entering a transitional period from the rapid growth of early childhood to the phase of more gradual development. Their abilities gradually develop the social, physical, and mental development.

The objective of English instruction in the primary school is to develop basic receptive skills in oral and written English (Nuril Huda, 1999: 136). If the teaching is intended to be a preparation for further education, then the objective should be in line

with the objective of English instruction in secondary school that is the development of listening, speaking, reading, and writing skills. The ultimate goal of the teaching is the acquisition of reading skill. The objective of English instruction in the primary school should be emphasized on the development of listening, speaking, and reading skills.

A. The Characteristics of Primary Students

Teaching to children (primary school) is different from teaching to adult (junior or senior high school students). Children are still learning about their environment and the way children learning English depends on their developmental stage. Younger children may ask question all the time and may talk about what they do while older ware telling the difference fiction and fact because their basic concept are formed.

According to Scott and Ytreberg, some characteristics of young learners are:

1. They learn by doing
2. They can talk about what they have done or heard
3. They can argue for something
4. They understand situation more quickly
5. They have a very short attention and concentration span
6. They are often happy playing and working alone, but in the company of others, they can be very reluctant to share
7. They are able to make decisions about their own learning
8. They learn have definite views about what they like and don't like doing
9. They ask question all the time
10. They intend to enjoy themselves, but they also take themselves seriously and like to think what they are doing is real work.

Here, teacher has to help them in comprehending English skill by using interesting teaching techniques or method because it can determine the success of teaching aim.

B. Method in Teaching English

According to Edward Anthony (1963), Jack Richards (1982), Theodore Rodgers (1986) and Prabhu (1990) method is an overall plan for systematic presentation of language based on a selected approach that is a set of assumptions dealing with the nature of language, learning and teaching, it is followed by techniques which are specific classroom activities consistent with a method, and therefore in harmony with an approach. Meanwhile, Ana Paula (2008) stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. So, method is a procedure, technique in teaching learning process based on the selected approach. The originators of method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization.

1. Kinds of method

There are some methods that usually use in teaching English as Foreign Language according to Jack Richard and Theodore (2002):

a. The Grammar Translation Method

Typically, Grammar translation methods did exactly what they said. Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language back to the students' first language. A number of features of the Grammar translation method are worth commenting on. In the first place, language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there was little if any consideration of the spoken language. And thirdly, accuracy was considered to be necessary.

The principal characteristics of the Grammar Translation method were these:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from foreign language study.
2. Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization
4. The sentence is the basic unit of teaching and language practice.
5. Accuracy is emphasized.

b. The Direct Method

Direct method is the product movement of grammar translation method. Direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller, 1978). In direct method there is a rule that translation not allowed.

The followings are some principles and procedure of direct method:

1. Classroom instruction was conducted exclusively in the target language
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up.
4. Grammar was taught inductively
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and picture; abstract vocabulary was taught by association of ideas.
7. Both, speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

c. The Audiolingual Method

In audio-lingual method the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Patterns practice was a basic classroom technique. "it is these basic patterns that constitute the learner's task. They require drill, and more drill, and only enough vocabulary to make such drills possible" (Hockett, 1959). In practice this means that the focus in the early stages is on oral skills.

According to Brooks (1964) there are the procedures of audio-lingual method that can be adopted for the teacher:

1. The modeling of all learning by the teacher
2. The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned
3. The early and continued training of the ear and tongue without recourse to graphic symbols.
4. The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation
5. The minimizing of vocabulary until all common structures has been learned.
6. Practice in translation only as a literary exercise at an advanced level.

Besides the three methods as mentioned before, there are also some innovative methods that are stated by Jack Richards and Theodore (2002):

a. Total Physical Response Method

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity. Asher (1997) stated the general objective of Total Physical Response is to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skill. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners.

b. Silent Way Method

The silent way method is the method based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. The general objective of the Silent Way is to give beginning level students oral and aural facility in basic elements of the target language. The general goal set for language learning is near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized. An immediate objective is to provide the learner with a basic practical knowledge of the grammar.

c. Community Language Learning Method

Community Language Learning (CLL) is represents the use of Counseling-Learning theory to teach languages. CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship.

Learner roles in CLL are well defined. Learner become members of a community – their fellow learners and teacher – and learn through interacting with the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. CLL learners are typically grouped in a circle of six to twelve learners, with the number of knowers varying from one per group to one per student. The teacher's role derives from the function of the counselor. The counsellor's role is to respond calmly and nonjudgmentally, in a supportive manner, and help the client try to understand his or her problems better by applying order and analysis to them.

d. Suggestopedia Method

Suggestopedia tries to harness these influences and redirect the students so as to optimize learning. The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. A most conspicuous feature of Suggestopedia is the centrality of music and musical rhythm to learning. Suggestopedia thus a kinship with other functional uses of music, particularly therapy.

The objectives of Suggestopedia are to deliver advanced conversational proficiency quickly. It bases its learning claims on student mastery of prodigious lists of vocabulary pairs, and, indeed, suggests to the students that it is appropriate that they set such goals for themselves.

C. Media in Teaching English

Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. The term refers to anything that carries information between a source and a receiver. Definition of media is focus on use of technologies plus concepts and contexts (Dewdney & Ride, 2006, Flew, 2004, Heinich, 1996). Murcia (2001:461) states that “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex”. It means that media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. So, the media is any kind of tools that help teacher in teaching learning process.

In teaching English, usually the teacher faced many problems. Those problems could be from students and teachers themselves. The problems from students such as; students getting bored when teaching learning process, students have difficulties in understanding the material, students less of motivation in learning

material, etc. Then, the problems from teacher it can be the teacher have difficulty in explaining the material. So, in make better English teaching learning process in the classroom we need a teaching media. The application of media can make teaching-learning more effective and efficient. According to Mohan (T. et al, 2001) media have great influence on teaching & learning because it produces impact of: Save time, Increase interest, Hold attention, Clarify ideas, Reinforce concepts, Add tone, Prove a point, Aid memory.

Teaching media are very important to help students acquire new concepts of, the skills and language competences. Media as a server and distributor information can represent teacher in conveying lesson to be more clear and interesting. Hamalik (1994) states that using media in the process of teaching and learning can increase willingness and new interest, increase students motivation in the process teaching and learning and even bring psychology effects for the students. Media does not mean to change the function of the teachers, but these media just help the teacher to teach the lesson and help students to understand the lesson easily. From media students will be more interesting so they can learn about the lesson with fun.

According to Rifaat, and Askhar (2010) there are some advantages of using media in teaching learning process. Media/teaching materials that offer teachers powerful means to make their teaching effective to achieve specific classroom objectives:

- It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge.

- It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.
- It gives classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically.
- It is appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching.
- It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them.
- It helps in stirring the imaginal, thinking process and the reasoning power of the students.
- It helps the teachers to save their time and energy.
- It also serve as ideal tools to review the learning outcome and to evaluate the completeness of certain learning.
- They open out greater scope for interactive learning and offers opportunities of individual learning.

1. Kinds of media

In general, media can be categories into three types as Suyanto (2010:102) stated three types of media:

a. Audio media

Based on Suyanto (2010: 102) Audio media is media that rely on the ability of sounds only. Usually they are used to teach listening. Furthermore, it also can be used to record students' pronunciations and to correct them with native speaker

pronunciation. This kind of media include: radio, tape recorder, cassette and language laboratory.

By using this audio media, the teacher will easily develop the language ability of the students. In the activity that use this media, the teacher can direct the students to listen the broadcast which use English language in the radio or tape recorder and then they will be asked to report what they've listened.

b. Visual media

Visual media based on Suyanto (2010:102) is media which involve sense of sight. Visual media have function to send a message from sender to receiver in order to interesting, to clear and to illustrate the fact. This kind of media include: flash card, real object, pictures, chart, blackboard and textbook.

In the teaching English, many teachers tend to use this kind of media because it is cheaper than audio media. Besides, the teacher can acquire this kind of media easily and even he/ she can make it by him/ herself. The students are also easier to remember the materials through this media because they directly see the example of the materials.

c. Audio Visual media

Audio visual media according to Djamarah and Zain (2010: 124) are kinds of media that include sense both of hearing and sight. This media is better and more

interesting than other media because it includes audio media and visual media. For example: video, film, TV, and so on (Arsyad, 2009: 30).

In this kind of media, the teacher will combine both audio and visual media to reach the teaching goals. It will make the English teaching learning more creative and innovative. But as a teacher, he/ she must be able to control the students so that the students keep focusing in the teaching process. If the teacher is creative and he/ she can develop the media that appropriate with the goals of teaching, the teaching and learning process will be more interesting. So, the teacher should have the ability to choose the materials and the media that appropriate with the students' needs.

D. Instructional Material

Instructional materials is a generic term used to describe the resources teachers use to deliver instruction. It can be referred to as those things that the classroom teacher uses to impact knowledge to pupils in the classroom in order to achieve his objectives. According to Ogunmola, (2002) stated instructional materials as visual or audio visual materials which facilitate the assimilation of organization. So, by using instructional materials it can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Instructional materials come in many shapes and sizes, but they all have in common the ability to support student learning.

Instructional materials are a key component in most language teaching. Whether the teacher uses textbook, institutionally prepared materials, or makes use of his or her own materials, instruction materials generally serve as the basis for much of the language input learners receive and the language practice that occur in the classroom. These may take form of (a) printed materials such as books, workbooks, worksheets, or readers, (b) nonprint materials such as cursive or audio materials, videos, or computer based material, and (c) materials that comprise both print and nonprint sources such as self-access materials and materials on the internet. In addition, materials not designed for instructional use, such as magazines, newspapers, and TV materials, and also play role in the curriculum.

In teaching learning English usually teacher use a course book as their guidelines in their teaching learning process. There are two kinds of course book. First is commercial book, that is a course book from government, and second one is teacher designed material, that is the material/book that made by teachers themselves.

According to Anyawu (1989) in order to achieve the objective of teaching learning process, any materials to be used as teaching aids must satisfied the following characteristics.

a) Sufficiency

Teaching aids must be sufficient enough for use.

b) Writing and Lettering

The Lettering or writing must be bold, clear, neat and readable.

c) Attraction

That is the aids must be neat and attractive to arouse the interest of students. All the lettering must be bold and attractive.

d) Purpose

The information in the aids must help the students in learning and must be relevant to the lesson.

e) Accuracy

They must be accurate in content and language. There should be no mistakes of facts or spelling, that is, misinformation.

f) Clarity

All details in the aids e.g. drawings, pictures etc., should be easily seen by the students farther away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

E. Evaluation in Teaching English

To know the achievement of teaching goal was reached or not, we must do one kind of evaluation. Bachman (1990), quoting Weiss (1972) defines evaluation as “the systematic gathering of information for the purpose of making decisions”. Meanwhile, Gibson and Mitchell (1995) define program evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of a program in order to aid management, program planning, staff development, public accountability and promotion. Evaluation activities make it possible to make

reasonable judgments about efforts, effectiveness, adequacy, and provide a comparison of program options. Shertzer and Stone view evaluation as necessary to provide for the effectiveness of achieving program goals, in relation to specific standards. Concrete data, indicating the benefits and limitations of the program, can be accumulated through program evaluation.

The evaluation process involves a series of activities in a sequence. These are:

- a) Identification of goals to be assessed
- b) Development of an evaluation plan
- c) Application of the evaluation plan
- d) Utilization of the findings

1. The purpose of evaluation

The purposes of evaluation are measuring how far the learning goal has been achieved through the implementation of learning activity. According to D. Allison (1999:59) that the overall aims of a particular evaluation, broad operational purposes might include:

- a. Establishing the extent of successful learning in particular aspects of a language program (e.g in making oral presentations, writing business correspondence, following complex written instruction, or summarizing the gist of a radio broadcast)

- b. Finding out about how the program is regarded by learners, teachers, and relevant others (e.g by parents, or sponsoring employers, depending on the situation)
- c. Assessing the impact of what is being learned on other areas of learners` professional or academic activities, in order to situate the language program within a wider educational or professional culture.

2. Kinds of evaluation

There are two kinds of evaluation summative evaluation and the second one is formative evaluation.

a. Summative evaluation

According to Harmer (2007:379) summative evaluation is the kind of measurement that takes place to round things off or make a one-off measurement. Tests include the end of year that students take or the big public exams which many students enter for. So, summative evaluation occurs when a course is over and experience is being summed up.

b. Formative evaluation

Harmer (2007:379) stated that formative evaluation is the kind of feedback teachers give students as a course is progressing and which, as a result, may help them improve their performance. The results of such formative assessment could well, in certain circumstances, suggest that the teacher change the focus of the curriculum or the emphasis he or she is giving to certain lesson elements. So, formative evaluation takes place when a course is in progress.

2. The Role of Teacher in Teaching English

Teacher is the resource or transmitter of knowledge. The aim of all committed teachers is to facilitate learning, however they go about it, it makes more sense to describe different teacher roles in more detail. J. Harmer (2007) stated some teachers' roles in the classroom:

a. Controller

When teachers act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher fronted classroom.

b. Prompter

The role of teacher as prompter is give students suggestions and encourages students to think creatively about the material. For example; when the students are involved in role play activity, students lose the thread of what is going on, or they lost for word. As the teacher we could occasionally offer words or phrases, suggest that the students say something or suggest what could come next.

c. Participants

The traditional picture of teachers during student discussions, role plays or group decision making activities, is of people who stand back from activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes. However, there are also times when we might want to join in an activity not only as a teacher, but also as a participant in our own right.

d. Resource

In teaching learning process or maybe in groups discussion, however the students may still have need of their teacher as a resource. They might need to ask how to say or write something or ask what a word or phrase means. They might want to know information in middle of an activity about the activity or they might want information about where to look for something, a book or a website, for example. This is where the teacher can be one of the most important resources they have.

e. Tutor

When students are working on longer projects, such as process writing or preparation for a talk or a debate, the teacher can work with individuals or small groups, pointing them directions they have not yet thought of taking. In such situation, the teacher is combining the roles of prompter and resource, in other words, acting as a tutor.

3. The Role of Learners in Learning English

The design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as processor, performer, initiator, and problem solver.

Jhonson and Paulston (1976) spell out learner roles in an individualized approach to language learning in the following terms:

1. Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom
2. Learners monitor and evaluate their own progress
3. Learners are members of a group and learn by interacting with others
4. Learners tutor other learners
5. Learners learn from the teacher, from other students, and from other teaching sources

B. Cambridge Curriculum

The Cambridge Curriculum is founded on the values of the University of Cambridge. It is dedicated to helping schools develop learners who are confident, responsible, reflective, innovative and engaged. The emphasis of this curriculum is on Thinking skill. Thinking Skills offers students an excellent opportunity to express themselves in a free and open fashion. Lively debate, critical and investigative thinking are to be encouraged in the lessons, coupled with informed and disciplined reasoning (Lionel Lim, 2012). Cambridge educational program and qualifications are deliberately designed to be flexible so that they can be used by schools and school system in ways that best meet local needs. It means that the Cambridge curriculum could be modified and applied based on the students' need and characteristics.

The curriculum has provided the teaching document from the Cambridge official management to make it easy to be applied. Those curriculum materials and resources to support teachers in the delivery of subject curricula are well designed. The teaching resources which like syllabus, schemes of work, teacher guide on planning and teaching, textbook and publisher resources, and example candidate responses (standard booklets) are included in Cambridge Curriculum development. In addition, the exam preparation materials included past question paper, examiner report, grades threshold, and mark schemes are also required. This means that the teachers and the school do not have any responsibility in designing the curriculum and the teaching document because the Cambridge Curriculum affairs have provided the teaching document included lesson plan. However, the school still has right to modify and combine this curriculum with national curriculum, like 2013 curriculum or curriculum based school with the students need and school`s characteristics although most of teaching documents are well designed.

There are four qualification of Cambridge curriculum; firstly is Cambridge Primary for 5 to 11 years old, second Cambridge Secondary 1 for 11 to 14 years old, third Cambridge Secondary 2 for 14 to 16 years old, and the last is Cambridge advanced for 16 to 19 years old. In this case, the writer choose Cambridge Primary Curriculum as the focus of the study.

Cambridge Primary has curriculum frameworks for English (including English as a Second Language), Mathematics and Science which have been designed to engage learners in an active and creative learning journey. It is also excellent

preparation for the next stage of the Cambridge International Education, Cambridge Secondary 1.

The Cambridge Primary English curriculum is presented in five content areas or strands. These are further subdivided into 'sub strands'. The framework promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The five strands and sub strands are:

1. Phonics, spelling and vocabulary and Grammar and punctuation are about use of English.
2. Grammar and punctuation is further divided into Reading and Writing to reflect the different ways in which grammar and punctuation are applied in each of these skills.
3. Reading
 - a. Fiction and poetry
 - b. Non-fiction
4. Writing
 - a. Fiction
 - b. Non-fiction
 - c. Presentation
5. Speaking and listening

Those reading, writing, speaking and listening are about developing thinking skills and encouraging intellectual engagement.

This curriculum aims to enable learners to communicate confidently and effectively and to develop critical skills in order to respond to a range of information, media and texts with enjoyment and understanding.

1. Teaching EFL Using Cambridge Curriculum

In teaching EFL using Cambridge curriculum the teaching approaches section considers some of the different ways that teachers may choose to deliver particular activities throughout the year. It is not prescriptive, but encourages teachers to consider different learner styles.

In teaching learning the teacher need to make differentiation. Differentiation is when a teacher reflects on learners' needs and matches the teaching methods, learning tasks, resources or environment to individual learners or groups of learners. There is a variety of reasons for the range in learners' needs, but the key principle is that through differentiation all learners can become successful learners.

The main reasons for the need for differentiation in the primary classroom are: (1) the learners' level of ability, this is both for supporting the less able as well as challenging the most able, (2) personal styles of learning or pace of work.

How to differentiate? The teacher can use ability groups for differentiate. The most common way of differentiation is where learners are placed in high, average or low ability groups for some subjects. This can be the most effective way to help the teacher match the work to the different levels, but it sometimes causes the less able learners to develop a poor self- image, especially if groupings are rarely reviewed.

2. Evaluation in Cambridge Curriculum

Cambridge Primary Curriculum is enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests (marked in school) and Cambridge Primary Checkpoint (marked by Cambridge examiners).

a. Formative assessment

Cambridge Curriculum stated the teacher also can use the formative assessment to assess the students` learning. Formative assessment is therefore an integral part of teaching and learning and should not be bolted on to actives. It helps to give the curriculum meaning for each learner.

Based on Cambridge Curriculum framework One of the purposes of assessment is to provide information for a variety of audiences.

Below is a summary of when and how assessment can take place.

- During a lesson : direct questioning, interaction/discussion, observation
- End of lesson : quick revision test
- After lesson : marking work, homework task
- End of unit : test or focused task (homework)
- End of year : progress test/achievement test

b. Cambridge Primary Progression Test

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English. These are for use within the

classroom to measure the progress of the learners and identify strengths and weakness. The tests:

1. Enable learning to be assessed each year
2. Provide detailed information about the performance of each learner for stages 3, 4, 5 and 6
3. Enable teachers to give structured feedback to learners and parents
4. Enable teachers to compare strengths and weaknesses of individuals and groups
5. Are marked by teachers in your school
6. Come with clear guidance, standards and mark schemes
7. Can be used any time in the year, as many times as needed

c. Cambridge Primary Checkpoint

Cambridge Primary Checkpoint are additional (end of Primary) tests available to Cambridge Primary schools. These are intended for learners at the end of their final year of primary education, when they are around 11 years old. They provide an assessment for learning objectives from stages 4–6 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Primary Checkpoint. Feedback is provided at the level of individual learners, teaching groups and whole school.

C. Previous Studies

In this research the writer uses previous studies that have similar with this study. The writer chooses 2 studies form Indonesian thesis. First, the writer choose a study by Wulan Putri (2012) with the title “The Application of EAGLE’s Speaking Program for Cambridge Class Students in SMPN 2 Tulungagung” Based on the writer`s observation about this thesis, the writer conclude that there are some differences between the writer`s study and the previous study. The first is according to the place which will used as location of study. The level of the study also have difference. The last is according to the focus on the study. The finding of this study is

The second is the study by Miftah Farid Hasan (2015) with the title “The Application of Cambridge International General Certificate of Secondary Education (Igcse) English Language Check Point At SMA Darul Ulum 2 Unggulan Bpp-T Jombang Cambridge International School (Cis) Id 113. Based on the writer`s observation about this thesis, the writer can conclude that there are some differences between the writer`s study and the previous study. Firstly is about the place that used to conduct the study. The level of the study also difference. The third difference is about the focusing study. The previous study focus on her study on the application of Cambridge IGCSE English language Check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

In my study, the focus is on the teaching English that apply in Cambridge Primary Curriculum. That is about Media, Method, Material, and Evaluation Technique that used in teaching English in Cambridge Primary Curriculum.